

2015 DRAFT Arizona Arts Standards

Visual Arts Standards K - High School

Thank you for reviewing the 2015 DRAFT Visual Arts Standards.

[You can find the link for the survey to give us input here.](#)

What's new?

Here are some things to look for in these DRAFT standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting**. Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.

2. The DRAFT standards are organized grade by grade, with 3 levels for High School, instead of into skill levels. This allows for greater differentiation of instruction and for ease of measuring student progress over time.

3. The three High School levels are roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced).

4. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms.

Creating - Conceiving and developing new artistic ideas and work.	Performing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

	Kindergarten	1st Grade	2nd Grade	
Creating				Creating
Anchor 1	Engage in exploration and imaginative play with materials.	Engage collaboratively (such as pairs, small group or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals).	Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events).	Anchor 1
	Engage collaboratively (such as using manipulatives for construction, adding to a group collage) in creative art making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	
Anchor 2	Through experimentation, build skills in various media and approaches to art-making (such as elements of art, other visual considerations).	Explore uses of materials, tools, approaches (such as elements of art, other visual considerations) to create works of art or design.	Experiment with various materials, tools, and approaches (such as elements of art, other visual considerations) to explore personal interests in a work of art or design.	Anchor 2
	a. Observe safe practices with art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	
Anchor 3	Explain the process and/or subject matter of personal artwork.	Use art vocabulary to describe choices in personal artwork.	Discuss and reflect with peers about choices made in creating artwork.	Anchor 3
Presenting				Presenting
Anchor 4	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Anchor 4
	Explain the purpose of a portfolio or collection (such as, keeping artworks safe, reviewing artworks later, deciding which artworks are best; keeping a record of progress).	Ask and answer questions about preserving artworks (such as where, when, why, and how artwork should be preserved.)	Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation (such as mounted on construction paper, elevated on a base, hung from the ceiling and including a label with student name and title).	
Anchor 5				Anchor 5
Anchor 6	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Anchor 6

	Kindergarten	1st Grade	2nd Grade	
Responding				Responding
Anchor 7	Identify various types (such as drawing, painting, sculpture, architecture) of art..	Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).	Use domain specific art vocabulary to describe one's natural world and constructed environments.	Anchor 7
	Describe what an image represents.	Compare images that represent the same subject matter.	Compare images based on expressive properties (such as Albrecht Durer's calm "Hare" and the energetic Energizer Bunny and the silly Bugs Bunny.	
Anchor 8	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the elements and principles and other visual characteristics.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles and other visual characteristics.	Anchor 8
Anchor 9	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences (favorite color, favorite subject matter).	Use domain specific art vocabulary to express preferences about artwork.	Anchor 9
Connecting				Connecting
Anchor 10	Create art that tells a story about a life experience.	Identify times, places, and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Anchor 10
Anchor 11	Identify a purpose of an artwork.	Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events) .	Compare and contrast cultural uses (such as addressing honoring people, remembering events) of artwork from different times and places.	Anchor 11

	3rd Grade	4th Grade	5th Grade	
Creating				Creating
Anchor 1	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Anchor 1
	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).	Identify and demonstrate diverse methods of artistic investigation (such as researching media, techniques, the work of other artists) to choose an approach for beginning a work of art.	
Anchor 2	Create personally satisfying artwork using a variety of artistic processes, materials, and approaches (such as elements and principles of art, other visual considerations).	Develop technical skills and explore art-making approaches (such as elements and principles of art, other visual considerations).	Develop skills in multiple art-making techniques and experiment with approaches (such as elements and principles of art, other visual considerations) through practice.	Anchor 2
	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership).	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	
Anchor 3	Elaborate visual information by adding details in an artwork.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in art-making.	Anchor 3
Presenting				Presenting
Anchor 4	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as the photographic/digital reproductions, posters, postcards, printouts, photocopies).	Define the roles and responsibilities museum professionals (such as curator, security guard, conservator, docent, exhibition designer) explaining the skills and knowledge needed in maintaining, and presenting objects, artifacts, and artwork.	Anchor 4
Anchor 5	Identify exhibit space and prepare works of art including artists' statements, for presentation (such as a counter space, bulletin board, display case, media center). Write an artist statement, such as a description/identification of the goal, process, or visual characteristics.	Analyze the various considerations for presenting and protecting art (such as the work of indigenous peoples in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats.)	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (such as debating or writing about , care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs).	Anchor 5
Anchor 6	Identify and explain how and where different cultures record and illustrate stories and preserve history through art.	Compare and contrast purposes of art museums, art galleries, community art centers and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Anchor 6

	3rd Grade	4th Grade	5th Grade	
Responding				Responding
Anchor 7	Use domain specific art vocabulary to speculate about processes (such as pasted paper in a collage and brushmarks in a painting) an artist uses to create a work of art.	Use domain specific art vocabulary to compare responses to a work of art before and after working in similar media.	Use domain specific art vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.	Anchor 7
	Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, and John Deere logo).	Analyze components (such as elements and principles and other visual characteristics) in imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery (such as the skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations).	
Anchor 8	Interpret art by analyzing use of media to create subject matter, elements and principles and other visual characteristics, and mood.	Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles and other visual characteristics, and use of media.	Interpret art by analyzing elements and principles and other visual characteristics, contextual information (such as the artist's life and times), subject matter, and use of media to identify ideas and mood conveyed.	Anchor 8
Anchor 9	Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation.	Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship).	Recognize differences in criteria used to evaluate works of art depending on styles, genres (such as portrait, still life, landscape), and media.	Anchor 9
Connecting				Connecting
Anchor 10	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions.	Apply domain specific vocabularies of art and design to view surroundings in new ways through art-making.	Anchor 10
Anchor 11	Recognize that responses to art change to art depending on knowledge of the time and place in which it was made (such as using a t-chart to compare initial responses to those formed after study of the context).	Through observation, infer information about time, place, and culture in which a work of art was created (such as examining genre scenes, cityscapes, or portraits from different eras) .	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (such as religious art can illustrate a groups' beliefs, community murals can reflect concerns of the neighborhood, an advertising image can be persuasive).	Anchor 11

	6th Grade	7th Grade	8th Grade	
Creating				Creating
Anchor 1	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates work).	Document early stages of the creative process with images or words in traditional or new media (such as a sketchbook/journal, digital recordkeeping).	Anchor 1
	Articulate questions for an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).	Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.	
Anchor 2	Demonstrate openness in trying new ideas, materials, methods, and approaches (such as elements and principles of art, other visual considerations) in making works of art and design.	Demonstrate persistence in developing skills with various materials, methods, and approaches (such as elements and principles of art, other visual considerations) in creating works of art or design.	Demonstrate willingness to innovate, and take risks to pursue ideas, forms, meanings, and approaches (such as elements and principles of art, other visual considerations) that emerge in the process of art making or designing.	Anchor 2
	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	
Anchor 3	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria (such as craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.	Anchor 3
Presenting				Presenting
Anchor 4	Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as lighting, sculpture viewed from multiple angles, specially designed viewing space).	Compare and contrast how technologies have changed the way artwork is presented and experienced (such as audio tours, interactive screens, digital projections, virtual tours).	Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring).	Anchor 4
Anchor 5	Individually or collaboratively, develop a visual plan (such as a mock gallery in a box, floor plan) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork).	Based on criteria (such as formal organization, media, unity of subject matter) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork, objects of visual culture).	Collaboratively prepare and present selected theme-based (such as joy, celebration, protest, environment) artwork for display, and formulate exhibition narratives (such as text panel, video introduction, docent talk) for the viewer.	Anchor 5
Anchor 6	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues. Consider how preservation and security measures affect viewer experience.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. Consider how the choice of what to preserve reflects the values of the community.	Anchor 6

	6th Grade	7th Grade	8th Grade	
Responding				Responding
Anchor 7	Use domain specific art vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place.	Explain how the location or artworks/artifacts (such as katsinas in museums or in ceremonial sites) influence how they are perceived and valued.	Explain how artists' choices of visual characteristics (such as elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.	Anchor 7
	Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (such as white associated with Western weddings and with mourning in some Asian cultures).	Analyze multiple ways that images influence specific audiences (flags at the opening ceremony of the Olympic Games, athletic logos at sporting events, costumes at a sci-fi convention).	Compare and contrast contexts (such as video games, music concerts, powwows) in which viewers encounter images that influence ideas, emotions, and actions.	
Anchor 8	Distinguish between relevant and non-relevant contextual information (artist's life and times) to support an interpretation of the mood, message or meaning of that artwork.	Cite specific evidence from an artwork (subject matter, media, elements and principles and other visual characteristics) and relevant evidence from the context (artist's life and times) to support an interpretation of the mood, message or meaning of that artwork.	Construct a logical argument with relevant evidence to support a conclusion about the interpretation of the mood, message, or meaning of an artwork.	Anchor 8
Anchor 9	Develop and apply relevant historical and cultural criteria (such as the canon of proportions for ancient Greek art, use of space in Chinese scroll painting) to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on articulated personal criteria and an evaluation of an artwork based on a set of criteria established by members of the artworld (curators, art historians, critics, reviewers, and other artists).	Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.	Anchor 9
Connecting				Connecting
Anchor 10	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Anchor 10
Anchor 11	Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a comparison of an Egyptian tomb fresco, the Mayan mural at Bonampak or Arizona's Robert McCall space mural).	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, (such as American folk portraits made for everyday people available before photography, Stonehenge built with massive stones from far away) and cultural uses (such as expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries).	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (such as examining the art related to musical groups, national costumes, sports teams, special interest clubs).	Anchor 11

	HS Proficient	HS Accomplished	HS Advanced	
Creating				Creating
Anchor 1	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can address social issues.	Anchor 1
	Shape an artistic investigation of an aspect of present-day life using contemporary practices of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	
Anchor 2	Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of art, other visual considerations)	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the elements and principles of art or other visual considerations characteristic of that art form).	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	Anchor 2
	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	
Anchor 3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	Anchor 3
Presenting				Presenting
Anchor 4	Analyze, select, and curate artifacts and/or artworks for presentation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	Anchor 4
Anchor 5	Analyze and evaluate the reasons (such as showcasing student artwork, recording the past, provoking thought, learning about other cultures, protecting vulnerable artworks) and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display and preserve artwork in a specific place (such as spaces on school campus, local businesses, public spaces).	Investigate, compare, and contrast methods for preserving and protecting art (such as conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns).	Anchor 5
Anchor 6	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.	Anchor 6

	HS Proficient	HS Accomplished	HS Advanced	
Responding				Responding
Anchor 7	Hypothesize ways in which art impacts people's perception and understanding of human experiences (such as Diego Rivera's political murals or Pablo Picasso's "Guernica").	Use domain specific art vocabulary to describe personal aesthetic responses to designed objects and constructed environments (such as electronic devices, household appliances, shopping malls).	Analyze how responses to art develop over time based on knowledge of and experience with art and life.	Anchor 7
	Analyze how one's understanding of the world is affected by experiencing visual imagery (such as icons, logos, advertisements).	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences (political posters, ideal images of women, marketing campaigns).	Determine the commonalities in visual images attributed to a timeframe, or culture (such as fashion, automotive design, furniture, buildings).	
Anchor 8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence (such as subject matter, media, elements and principles and other visual characteristics) found in the work and its various contexts (artists' life and times).	Construct a persuasive interpretation of an artwork or collection informed by the perspective of an art specialist(s) (such as art historians, art critics, curators, reviewers, and other artists).	Defend a plausible interpretation of an artwork in comparison to the artist's stated intention for that artwork.	Anchor 8
Anchor 9	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others (such as the general public compared to art specialists) to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.	Anchor 9
Connecting				Connecting
Anchor 10	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	Anchor 10
Anchor 11	Describe how knowledge of culture, traditions, and history may influence personal responses to art (such as compare initial response to an artwork at the beginning of the course and periodically throughout the course to identify changes in perception after study of the context).	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (such as Chinese propaganda art, James Montgomery Flagg's Uncle Sam army recruitment poster, Kathe Kollwitz woodcuts, Cesar Chavez's eagle symbol for the United Farm Workers).	Anchor 11